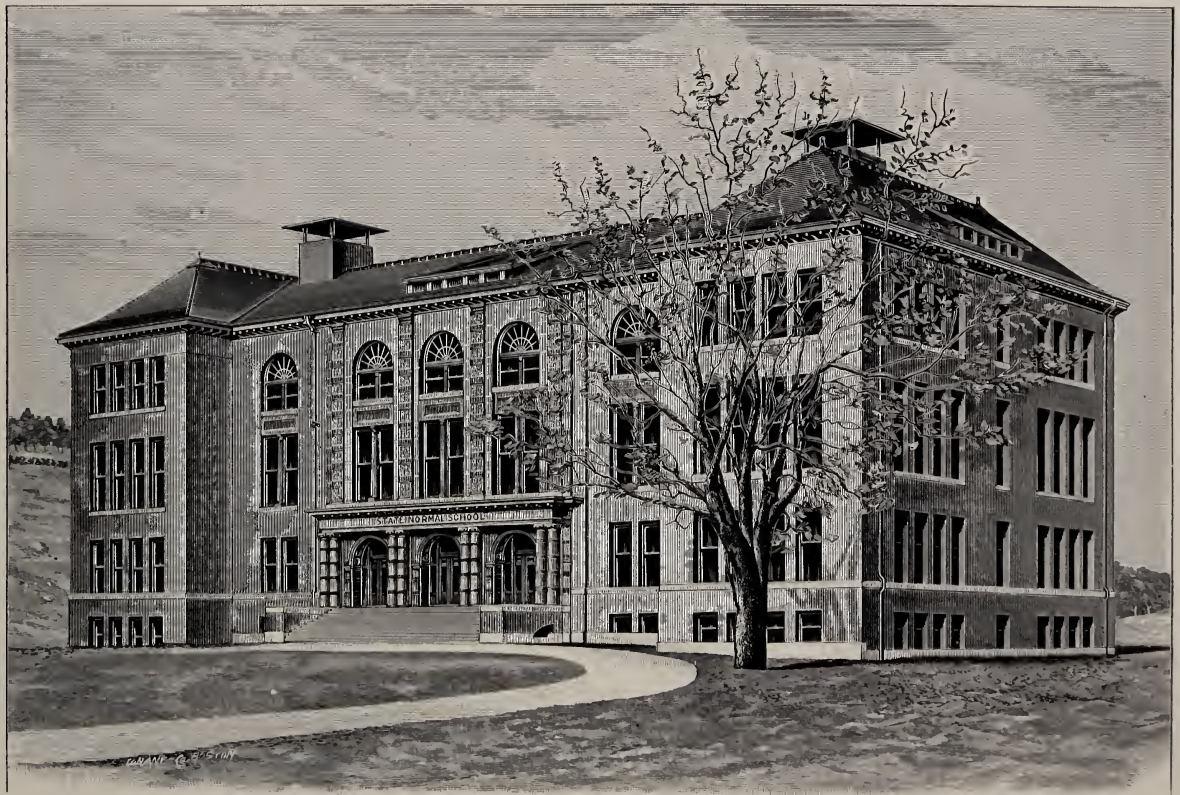
STATE · NORMAL · SCHOOL
FITCHBVRG · MASS

1902-1903

NEW STATE NORMAL SCHOOL—FITCHBURG.



STATE NORMAL SCHOOL

(INCLUDING MODEL AND
PRACTICE SCHOOLS) . . .

FITCHBURG, MASS.

CATALOGUE AND CIRCULAR

FOR THE YEAR ENDING
JUNE TWENTY-FOURTH
NINETEEN HUNDRED
AND THREE . . . . . .

WRIGHT & POTTER PRINTING COMPANY : : STATE PRINTERS : : 18 POST OFFICE SQUARE : : BOSTON : : 1903

Approved by

The State Board of Publication.

State Board of Education, 1903.

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His Honor CURTIS GUILD, Jr., Lieutenant-Governor.

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EDGERLY MODEL AND PRACTICE SCHOOL.

Faculty.

JOHN G. THOMPSON, Principal, . . . Pedagogy.

EDWIN A. KIRKPATRICK, . . . Psychology, Child Study, and School Laws.
PRESTON SMITH, ... Natural Science.
JOSEPH T. WHITNEY, ... Manual Training.
FLORA E. KENDALL, ... English.
HELEN M. HUMPHREY, . . . Mathematics.
ANNETTE J. WARNER, ... Drawing.
ABBY P. CHURCHILL, ... Nature Study.
ELIZABETH D. PERRY, ... Music and Physical Culture.
FLORENCE M. MILLER, ... History.
NELLIE B. ALLEN, ... Geography.
CHARLES S. ALEXANDER, . . . Principal of Model and Practice Schools and Supervisor in Grammar Grades.
MATILDA B. DOLAND, ... Principal of Day St. School and Supervisor in Grammar Grades.
MATTIE A. COLE, ... Supervisor in Primary Grades at Edgerly School.
MARY I. CHAPIN, ... Supervisor in Primary Grades at Day St. School.
FLORENCE E. SCOTT, ... Principal of Kindergarten.

The teachers in the Normal School supervise the teaching of their respective subjects in the Model and Practice Schools.

TEACHERS AND ASSISTANTS IN MODEL AND PRACTICE SCHOOLS.

L. FRANCES JONES, ... Grade I.
IDA M. AUSTIN, ... Grade II.
MARY McCONNELL, ... Grades III. and IV.
MARGARET M. SLATTERY, ... Grades V. and VI.
MERCIE A. ALLEN, Principal of Edgerly School, ... Grades VII and VIII.
MARY L. MERRILL, ... Ungraded.
CAROLINE G. HAGAR, ... Assistant Supervisor.
GEORGIANA H. JUBB, ... Assistant Kindergartner.

MAUD A. GOODFELLOW, ... Clerk.

CALENDAR.

Vacations and Holidays are marked by Light-face Figures; School Days are marked by Full-face Figures.

. . . 1903 . . .

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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26	27	28	29	30	31	∴

AUGUST.

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SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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. . . 1904 . . .

JANUARY.

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FEBRUARY.

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MARCH.

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MAY.

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JUNE.

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19	20	21	22	23	24	25
26	27	28	29	30	∴	∴

CALENDAR.

(See opposite page.)

1903.	June 24, Wednesday,	Public Graduation.
	June 25 and 26, Thursday and Friday,	First entrance examination.
	September 8 and 9, Tuesday and Wednesday,	Second entrance examination.
	September 10, Thursday,	School year begins for entering classes.
	September 8, Tuesday,	School year begins for all others. Model and Practice Schools open.
	November 26, 27 and 28, Thursday, Friday and Saturday,	Thanksgiving recess.
	December 23, Wednesday,	Term ends.

CHRISTMAS VACATION, TWELVE DAYS.

1904.	January 5, Tuesday,	Term begins.
	February 26, Friday,	Term ends.

WINTER VACATION, ONE WEEK.

	March 8, Tuesday,	Term begins.
	April 29, Friday,	Term ends.

SPRING VACATION, ONE WEEK.

	May 10, Tuesday,	Term begins.
	June 22, Wednesday,	Public Graduation.
	June 23 and 24, Thursday and Friday,	First entrance examination.

SUMMER VACATION, TEN WEEKS.

	September 6 and 7, Tuesday and Wednesday,	Second entrance examination.
	September 8, Thursday,	School year begins.

The weekly holiday of the school is Monday, except the weeks preceding the Thanksgiving recess, the Christmas, Winter and Spring vacations, when there is a session Monday and none Saturday. The model schools conform to the practice of other public schools in Fitchburg and have their holiday Saturday. The hours are from 9 A.M. to 12 M., and from 1.45 P.M. to 3.45 P.M. Entrance examinations begin at 9 A M.

State Normal School at Fitchburg.

HISTORICAL SKETCH.

IN pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. It moved into its present quarters in December, 1896. Eight classes have been admitted, a total of 417 pupils, representing seven states and eighty-two towns and cities. One hundred and sixteen of this number have had experience in teaching, in several cases an experience of five or more years. Six classes (one hundred and ninety-two pupils) have been graduated. Of these one hundred and ninety-two, forty-nine have completed the advanced course, one the kindergarten course, and twenty-seven others are remaining to take further work at the school in the advanced course.

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1900 a population of 32,531. It is readily reached by railroad from any point in the New England states, situated as it is on the Boston & Maine Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water, an excellent system of sewers and drainage, and a naturally healthful situation, make it one of the most desirable cities for residence in the state. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work.

BUILDINGS AND GROUNDS.

Normal School.

The normal school proper has been erected and furnished by the Commonwealth of Massachusetts at a cost of about $175,000. It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Electric cars connect the school with all parts of the city and with the neighboring towns. Students are carried at half fare. The situation of the school, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl hill on the north, Woods hill on the west, Mount Wachusett on the south and Lunenburg hills and meadows on the east.

The school is thoroughly equipped in all departments, — library, science, nature study, manual training, drawing, photography, gymnastics, music, English, mathematics, history, geography, psychology, child-study, and pedagogy.

The grounds, about five and a half acres in extent, afford ample opportunity for lawn tennis, croquet and other outdoor exercises.

Dormitory and Boarding Hall.

Miller Hall, which is being erected and furnished at a cost of $65,000, will be opened next fall (Sept., 1903). It is a three story red brick building with trimmings of red sandstone. In form and material, it matches the normal building. The basement contains the kitchen, servants' rooms and store rooms; the first floor, — the dining room, matron's room, parlors, and three suites of rooms; the second and third floors each contain ten suites of rooms, each suite consisting of a study, two chambers and a bath. Each suite will accommodate two students. The building will be heated by steam and lighted by electricity.

Model and Practice School Building.

The new model and practice school building, authorized by the Legislature in 1899, and for which the state appropriated $27,500 and the city of Fitchburg $20,000, was opened Jan. 1, 1901. The building, of brick and granite, is 70 by 110 feet. It contains a sub-basement, in which are placed the heating plant and store rooms ; a basement, the front part of which is entirely above ground, in which are an office, rooms for the kindergarten and sub-primary, play rooms and lavatories ; the first floor, on which are five school rooms, cloak rooms, a teachers' room and lavatory; the second floor, on which are five school rooms with cloak rooms; and on the third floor an assembly hall.

The building is well lighted and the corridors in each story are large enough to allow an entire school to be taken there for free gymnastics. It is heated by the fan system, supplemented by direct radiation. The style of the building is in keeping with that of the normal school building. It is located on the normal school grounds, just in the rear of the normal school building, and is convenient to classes observing and studying the work of the different grades.

Besides this building, the Highland avenue and Day street schools, furnished by the city of Fitchburg, are used for model and practice schools.

MODEL SCHOOLS.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. They include the kindergarten and the eight grades below the high school.

PRACTICE SCHOOLS.

Elementary Course.

These include all grades, from beginners, grade one, through grade eight. Each pupil of the normal school, at some time during her course, is in charge of one of these rooms for about fourteen weeks.

Advanced Course.

By arrangement with the city of Fitchburg and with the town of Leominster, pupils taking this course teach a year in one of the town schools, at a salary of eight dollars per week. This practice is in addition to the practice required in the two years' course. At the close of their teaching, these pupils return to the normal school for a year of study.

Supervision.

The practice schools are in charge of a principal and eleven supervisors. Over eight hundred pupils have been in attendance in the model and practice schools during the past year.

COURSES OF STUDY.

This school offers five courses, — a general two years' course or elementary course, an advanced course of four years, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

The Elementary Course.

This course is designed primarily for those who aim to teach in public schools below the high school grade, and who, after graduation from the high school, are unable to give more than two years to their preparation. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization, and the school laws of Massachusetts.
2. Methods of teaching the following subjects: —
   - (*a*) English, — reading, language, rhetoric, composition, literature and history.
   - (*b*) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

The Advanced Course.

For some time it has seemed desirable that graduates from normal schools might be followed and supervised in their early teaching by the school from which they were graduated. By arrangement with the city of Fitchburg and the town of Leominster, a limited number of the most promising graduates from the elementary course of the Fitchburg normal school are given the opportunity to teach for a year at a fair salary and under the supervision of normal school teachers, this teaching to be followed by a year of study at the Fitchburg normal school.

Kindergarten Course.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the two years' course before taking up the year of practical work with the children, and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

Special One Year's Course for Teachers.

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the

VESTIBULE AND OFFICE.

principal and of the Board of Visitors, select a course approved by the principal, from the two years' course, which may be completed in one year, and when such course is successfully completed, they shall receive a certificate for the same.

Candidates for this course are not required to take the regular entrance examination.

Special One Year's Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the two years' course of study a course which may be completed in one year, and when such course is successfully completed, they shall receive a certificate for the same.

Candidates are admitted to this course without examination. Since the opening of the school, graduates of Dartmouth, Smith, Amherst and Boston University have taken the course wholly or in part.

The demand for college graduates with normal training is much greater than the supply.

DESIGN OF THE SCHOOL AND GENERAL PLAN OF WORK.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training."

Students entering the normal school must be graduates of approved high schools, or have an equivalent

education. They have, therefore, spent twelve or more years in the academic study of the subject-matter required to be taught in the public schools. For this reason, if for no other, the study of subjects for the purpose of storing up knowledge or as a means of mental discipline must in the normal school be secondary or incidental.

Though the work of the normal school must be professional,— to develop the power to manage and to teach,— it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg normal school is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together. The first four to six weeks after entrance are devoted to general class room work, following which, a few weeks are spent in the study of the kindergarten.

About half of the morning session of each day is spent in observing the children and the teachers at work. In the afternoon the principal of the kindergarten meets the class, and explains, as fully as possible in the short time assigned to this work, the kindergarten principles. The students also meet with the director of child study, who assists and guides them in observing the children. This work in no way takes the place of or interferes with the regular kindergarten course. From the kindergarten the divisions proceed to the first grade of the model schools and from thence on through the grades.

The periods for observation are so arranged as to cover the work of the children in all subjects, and also so as to come at different hours on successive days. The observation is directed by the heads of the various departments,

NORMAL STUDENT'S FIRST TEACHING.

with whom the students meet regularly for discussion of the work observed and of courses of study and methods of teaching. When the students have studied all the grades in the manner described they will be familiar with courses of study now adopted in the best schools and with methods of teaching as exemplified by the work of the best teachers.

Side by side with the observation of the teaching in the various grades and the discussion and study of courses and methods, the study of children is pursued, under the guidance of the director of child study, so that courses and methods may be discussed and judged in terms of the child mind and its growth.

Following this work in observation is work in teaching in the respective grades. For example, the normal students, having observed a lesson in number in the first grade, are required to prepare the lesson which should follow, and a student whose plan has been accepted by the teacher in charge is asked to teach the class the next day. Of course this work in teaching does not come until the students are quite familiar with the work of the grade. As the work of the class proceeds through the grades, these exercises in preparation and in teaching are continued.

In April, following the admission of the student, she is assigned the room in the practice school in which she is to teach for fourteen weeks the following year.

From April till the close of her first year she spends one day each week at the practice school, studying the children she is to teach, and preparing, under the direction of the supervisors of practice, for her special work.

While this work in observation and child study is progressing, the students have regular work in psychology and general pedagogy.

One third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school.

Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of

study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.

The remaining two thirds of the second year are spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics and manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English classics that may be read below the high school, of algebra and geometry for grammar grades, in the study of nature, history, and geography.

To aid in the preparation of teaching exercises and for ready reference, each pupil is supplied with a small consulting library, which she is to supplement by the school library and the Fitchburg public library.

LIBRARY AND READING ROOM.

Each student has access to the general library of about 3,500 volumes, exclusive of a large number of public reports and sample text-books. Sixty-three of the leading educational periodicals and monthly magazines of the day are also kept on file.

UNIVERSITY LECTURES AT THE SCHOOL.

As far as possible the pupils are made acquainted with not only the ideas, but with the personalities of leading educators. In this connection a lecture upon some important educational topic by one who has made a special study of the subject has been given on each Saturday afternoon.

These lectures have not been given for the benefit of the students alone, but have been open to the teachers of the community and to all others interested. The attendance has often been such as to tax to the utmost the capacity of the hall.

Hon. J. D. Miller of the State Board of Education in his report for 1899 says of these lectures: "No other money expended by the State in connection with its normal schools pays a better return as far as we may judge." In the Journal of Education for Jan. 24, 1901, Dr. A. E. Winship writes as follows: "They are styled University Lectures, and are a professional uplift to the cities and towns within a range of twenty miles."

The following is a list of the lectures given at the school during the past year: —

Mr. Frederick Manley, Boston — The Merchant of Venice.
Rev. Austen T. Kempton, Fitchburg (two lectures): —
New Brunswick.
Evangeline.
Mr. Henry A. Clapp, Boston (two lectures): —
Shakespeare, the Man.
The Tempest.
C. C. Church Quartette, Fitchburg (Mrs. Jennison, Mrs. Faxon, Dr. Page, Mr. Allen) concert, — In a Persian Garden.
Hon. Frank A. Hill, Secretary State Board of Education — Seven Lamps for the Teacher's Way.
Edward Howard Griggs, Montclair, N. J. (twelve lectures), Moral Leaders: —
The Function of the Moral Leader.
Socrates.
Marcus Aurelius.
St. Francis of Assisi.
Savonarola.
Erasmus.
Luther.
Giordano Bruno.
Victor Hugo.
Carlyle.
Emerson.
Tolstoy.
Rev. Edward Cummings, Cambridge (Graduation Address) — Plato as a Twentieth Century Educator.

COURSES OF STUDY IN DETAIL.

The work in each subject is given below, somewhat in detail. In consulting these outlines the following facts should be kept constantly in mind:

1. Approximately the same amount of time is given to each department, except music, gymnastics, and manual training, which receive somewhat less than the others.

2. The student in the elementary course, if her work is satisfactory, graduates at the end of two years; about one third of her second year is spent in teaching regularly all day, five days in each week, a school of which she is in charge as a regular teacher.

3. The students in the advanced course are all graduates from the elementary course and may enter the advanced course only upon invitation. They have spent two years in the elementary course; the third year (the first of the advanced course) they teach the entire year as regular paid teachers in Fitchburg or Leominster and are supervised by members of the normal school faculty; the fourth year (the second and final year of the advanced course) is spent in study at the normal school.

4. General principles and general methods are developed and taught in connection with psychology, child study and pedagogy; special method is taught by the heads of departments, who not only teach classes in the normal school, but also supervise their respective subjects in all rooms of the model and practice schools.

Science.

The aim of the work of this department is to bring each student in direct contact with the phenomena and laws of nature, and to develop habits of close and accurate observation, critical comparison and logical expression. Throughout the course the work is treated from the viewpoint of the teacher.

The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. This is followed by a study of the work for each grade below the high school, including a discussion of methods of teaching each subject and of suitable experiments, apparatus, material and books to be used. Each student has ample opportunity to use the

Field Work

Sketching and Bird Study

knowledge acquired by teaching elementary science in the training department of the school.

An important part of the work consists of field trips and excursions to various manufacturing plants, for which the school is very favorably located.

The library is well equipped for work in science with the writings of great scientists and of specialists, as well as with manuals and reference books. Students are shown that after working directly with objects, it is of the greatest value to verify their own conclusions, or to detect their own errors, by comparison with the records of others, and that they may learn much of the methods of the great scientific workers and imbibe something of their spirit from their books.

Physics (Elementary Course).

The course consists of laboratory work by the student, supplemented by the study of the physical laws and theories; a careful study of the works of the best modern physicists on certain topics; and a consideration of interesting articles as they appear in the scientific journals and magazines. Both the physical and chemical laboratories are well equipped for individual work.

Each student prepares simple, inexpensive apparatus and performs experiments, being guided by printed directions and questions in regard to the proper interpretation of the observed results. Throughout the course the work is made as practical as possible by directing the attention of the student to the common illustrations of the principles considered that may be met with every day and everywhere.

Chemistry (Elementary Course).

The aims and methods are the same as in physics. The work is largely individual laboratory work, sometimes preceded and sometimes succeeded by a discussion in the class-room. The aim is to give the student an insight into chemical methods and philosophy, rather than to give a large amount of information concerning what reactions take place. Special attention is given to the applications of the experi-

ments in explaining the facts of common life and of other studies, such as mineralogy, physiology, and nature study.

Mineralogy (Elementary Course).

Each pupil in the mineralogical laboratory is supplied with a collection of the common minerals and rocks, and the apparatus needed for this study. He is taught the physical and chemical properties of minerals and rocks, and is required to recognize and name a considerable number by the use of such data. The occurrence, varieties and economic importance of minerals are also considered.

Special attention is given to the study of such as can be found in the vicinity of the school, and field excursions are conducted for this purpose.

Physiology (Elementary Course).

The course consists of a study of the human body as a whole; its external and internal parts; the general plan of the body; the different systems, including a special study of the nervous system.

Only as much of anatomy as is necessary to make the physiology and hygiene understood, is required. Special emphasis is placed on personal and school hygiene, sanitation, and emergency lessons.

Throughout the course most of the work is illustrated by experiments in the laboratory. The school equipment contains many charts, pictures, lantern and microscope slides.

School Hygiene (Advanced Course).

A practical and theoretical study of the subject is made with the view of enabling the teacher to make the school conform as far as possible to the laws of the child's physical nature. It includes a study of the school environment, sanitation, ventilation, lighting, heating, furniture, fatigue, school programs, infectious and contagious diseases, defects of hearing and sight, accidents and emergencies.

Each student is required to test the lighting, heating

and ventilation of school rooms under a variety of conditions. Practical illustrations are provided by visits to different school buildings.

Biology (Advanced Course).

The work consists of a study of the life relations of plants and animals and their place in nature, their surroundings and their adaptations to these surroundings.

Many field trips are taken for the study of the local fauna and flora and for the collection of material for subsequent study in the laboratory. Each student makes a special study of the soil, the plants and the animals found in a certain selected locality.

Preston Smith.

English.

The dominant motive of the department of English is the theoretical and practical training of teachers for the elementary and secondary schools, and the ethical and aesthetical culture of those preparing to teach.

A generous portion of the first year is devoted to the different phases of language work — the purpose, scope and methods of teaching reading, grammar, rhetoric and composition; the telling of stories, and the memorizing of poems. The students are instructed in regard to the selection, adaptation, and presentation of literature in the different grades.

Observation in the model schools is followed by talks, questions, and discussions in the classroom.

The students are required to prepare oral or written plans for use in teaching subjects studied or observed. These are followed by regular teaching lessons, with groups of children from some one of the model schools.

The English department affords ample opportunity for the development of that mental and physical poise so essential in the teacher of to-day. This ease of manner, this freedom of thought and expression, are acquired by association with the teachers and pupils of the model schools, combined with a variety of exercises in the class room.

Selections from our best authors are strong factors in the development of the young mind of the present day. Recognizing this truth, and realizing the need of broader knowledge and greater love for these writers on the part of the prospective teacher, the subject of literature is made to occupy a prominent place in the English department. During the early part of the course this study is more or less incidental, but later is taken from the standpoint of subject-matter, as well as method. Readings by students or teacher, the memorizing of complete selections and beautiful lines, written work, or the presentation of a program prepared by pupils of the department, are a few of the ways in which interest is created and pupils given that "Inward preparedness which enables them to appreciate the spiritual and artistic elements of the masterpieces of literature." During the year of the advanced course spent by students in study at the normal school, special attention is given to the study of literature. Three years of normal training and teaching develop within the students a greater capacity to apprehend and to appreciate the works of such writers as Dante, Shakespeare, Browning, Wordsworth, and Tennyson. The study of these writers includes a study of their times. These works receive both interpretative and critical study. The recitation of selections, readings in class, private readings and study, themes and discussions, are the means by which this is accomplished. The class seeks and finds, not only added information and intellectual enrichment, but that enlargement of the soul which should be one result of the study of the truly great.

"Some there are,
By their good works exalted, lofty minds
And meditative, authors of delight
And happiness, which to the end of time
Will live, and spread, and kindle."

Flora E Kendall.

History.

I. Purpose of the Study.

The purpose is to develop an outline of general history that will make clear the point, that history itself is one unbroken story, in which, when rightly told, the present appears as the "heir of all the ages." The essential events and movements selected are studied with the purpose of using the facts so obtained in the schools. The general divisions of the subject follow the order of time. This is the natural order, and also brings the several topics into the different grades in which they are best adapted to aid the development of the child.

II. General Topics.

(*a*) Some hint of the life of pre-historic man; the time when there is neither legend nor story to guide us, and evidence is found only in caves, tombs, lake-dwellings, kitchen middens, and in the life of modern pre-historic peoples.

(*b*) The essentials in the history of those nations which in very early times lived in the valleys of the Nile and the Tigro-Euphrates and in the country lying between these valleys; interesting facts in regard to the land, the government, the religion and the pursuits of these people, and the civilization which they developed.

(*c*) A general view of the dawn, the development and the decay of Greek and Roman civilization, their permanent influence upon the world's history. More time is given to this period than to the previous topics, because of its greater importance.

(*d*) In Mediaeval history we consider the life of the early Teuton, and this same life as influenced especially by the church, the monastery, and the institutions of feudalism. The study includes also such great movements as the Crusades, the Renaissance, the beginning of self-government in England, and the Reformation. This will enable the student to understand the kind of life which overflowed into this country upon the discovery of America. This

gives the best preparation for a careful and intelligent study of United States History, with which the course should end.

III. The Method.

The method of study and presentation is determined by the fact that all material is gathered chiefly for use in the grades. Full opportunity is given the normal pupils to observe how subjects similar to those which they have prepared are presented by the model teachers, to discuss such lessons and to hear them talked about by others. Before taking charge of a room in the practice school, the pupils are expected to test their skill by telling stories or by presenting subjects which they have prepared to a class of children.

Florence M. Miller.

Mathematics.

The aim of the department of mathematics is not only to develop the methods of teaching arithmetic, algebra, geometry, and the elements of book-keeping in the grades below the high school, but to induce the pupils to gain the power of thinking definitely, of reasoning accurately, and of stating clearly.

In every educative process there are four distinct steps, viz. — observation, comparison, inference, and expression. Most pupils omit the first two in their mathematical thinking. With this in mind an effort is made to make the mental processes in connection with the study of mathematics not simply necessary and mechanical, but truly developing and educative. A knowledge of numbers is absolutely essential to this end. The facts of numbers should become mechanical, so the first work of the entrance class is done with this in view.

A thorough review of the subject-matter of arithmetic is taken, which is intended to broaden the pupils' outlook and to lead them to look at the subject from the standpoint of the teacher. After about six weeks of review, the course of study in the grades is taken as the basis of work. Beginning with the first grade, lessons, which are intended to

show to those observing, the kind of work which should be done in each grade, are given in the model schools by expert teachers. These lessons are discussed with the class in connection with other methods of presentation. After the work in observation, classes of children are brought into the class room to be taught by the student under the direction of the teacher.

In all the work the mind of the student is impressed with the fact that arithmetic is a practical subject, and that the best way of teaching it is the one which best develops the mind of the child and gives him power in thinking. No one method can do this. The best must be taken from all and fitted to the capacity and stage of development of the children. The work in arithmetic extends through two terms.

Algebra and geometry are each given one term. At present a course of study in each is being prepared for the grades, that the pupils may observe how practical applications of each may be made with children.

Algebra is reviewed with the normal students, and methods are given which may be utilized in the higher grades. Practical, inventional geometry receives much attention, especially work suitable for the grades; in addition to this, definite, individual work is done with every pupil.

Besides the work in the class room and the observation in the model schools, each student while teaching comes under the direct and regular supervision of the teacher of mathematics in the normal school.

The pupil is thus able to secure the practical application of the methods already taught, and under this supervision to work out new ones, adapted especially to his own particular class. It is in this part of the work that the most practical benefit lies, for the personality of the student must be shown in combining the various methods he has seen, so that they may be suited to the class in his charge.

Helen M. Humphrey.

Geography.

The work in this department begins by developing in the students a clear idea of what is meant by geography and of how much it includes. The earth is considered, first, in its relation to the solar system, and second, as a body by itself, its present condition being the result of forces still in operation.

After some preparatory work of this kind, the course of study, as arranged for the pupils of the model and practice schools, forms the basis of work for the remainder of the year. The students visit each grade and observe geography lessons as taught by experienced teachers. The subject-matter taught in the grade under observation is used as a basis for the work in the normal classes, thus combining methods of teaching with the study of the subject itself.

In the spring term much time is given to field work. After some preparation each student is assigned certain children from the model and practice schools for the purpose of teaching such local geography as will lay a foundation for work in the higher grades.

The members of the senior class spend three months or more of the second year in teaching in the practice schools, where their work in geography is supervised by the head of that department. Previous to this teaching some time is spent in the necessary preparation for it. The remainder of the year is given to the study of mathematical geography.

In the year of the advanced course, spent in study at the normal school, emphasis is laid on commercial geography. At the same time, based on the foundation laid in this work and in the study of current events, which is given an important place at all times, intensive work is done by each member of the class in connection with some particular country. The present standing of the country is considered, and the reason for this traced as clearly as may be from its geological and ethnological history. The respective countries are afterward taught the class by the students who have prepared themselves upon them.

NATURE STUDY—NORMAL STUDENTS WITH CHILDREN FROM MODEL SCHOOLS.

Throughout the entire course an effort is made to emphasize the underlying thought that the forces which have operated to produce present results are still in operation.

With this causal notion in mind, the endeavor is made to give to the pupils a vivid idea of the great nations of the world, what each stands for to-day, and their relations, commercial, industrial and political.

Nellie B. Allen.

Nature Study.

The aim of the work in nature study is to open eye and ear to the wonders and beauty of common things in the world directly about us, to the end that there may be, not primarily a broadening of knowledge, but a sympathetic appreciation of nature and nature's laws.

The lessons are given largely through personally conducted field excursions, the purpose being observation, rather than scientific investigation.

Nature herself plans the work. During the fall month as many as possible of the plants are visited in their native haunts, and a record is made of all those growing in the locality. An acquaintance is made with the most common of the myriad forms of insect life. Interesting fruits are sought and the manner of disseminating their seeds noted. Trees are recognized by their leaves and fruits. The beauty of the autumnal coloring is enjoyed. The flocking of birds preparatory to migration is heeded.

The observation of evergreens, a study of buds and leaf scars, and of the architecture of trees, a search for the hibernacula of insects, and an acquaintance with the winter birds, occupy the winter months.

March invites attention to the unfolding of the buds, the flowing of sap, the brightening of twigs, and other signs of returning spring.

During the remainder of the year special attention is given to the observation of flowers and birds. Careful search is made for the earliest flower of each kind and the

finding of new and rare specimens is encouraged. Interest in bird study is stimulated by keeping and comparing records of the number of different birds seen during the entire season or during a certain day or week.

The wonderful changes in the life history of the toad, the formation of cocoons, the emerging of the butterfly or moth, and similar things which require daily notice are observed in the class room.

The outdoor work is supplemented by an acquaintance with the best nature literature of the day, with which the library is well equipped, and by a discussion of the means of leading children to become interested in these current events of nature.

The work of the advanced class is a broader outlook along similar lines.

Abby P. Churchill.

Drawing.

The aim of the course in drawing and design is four-fold, — first, to open to each student the world beautiful, that fascinating treasury of fair form and harmonious colors from which the artists and craftsmen of every age have drawn the elements of their masterpieces. To this end nature material of all sorts — flowers, leaves, fruits in season — is constantly utilized in the studio, not only for line of growth contour, color and natural composition, but for training in flower arrangement and in the decorative uses for natural elements. The advanced students are required to make excursions for the purpose of studying the beauties of nature in the large, sketching from nature direct, and securing material for use in landscape composition.

Second, to develop an appreciation of good drawing, both freehand and mechanical, and so far as time permits to give skill in drawing. Examples of the best drawing, both by students and by masters, are available for study and for comparison. In addition to instruction in the principles of pictorial representation, opportunity is given for rapid sketching upon the blackboard, and illustrative drawing is

Two Corners in the Studio

required in connection with other subjects such as nature study, geography, science and mathematics.

Third, to teach the principles of design in constructive, decorative and pictorial composition, both as embodied in school work and in those arts which give us the equipage of civilized life. The fundamental principles are taught by means of the abstract spot; space division with purely geometric elements is followed by exercises in arrangement, making use of units derived by the pupil from natural sources. Throughout the course the constant application of the principles of design to all school work and to individual life is emphasized.

Fourth, to present methods of teaching drawing and design in schools. This is accomplished not alone through theoretical instruction, but through observation of actual schoolroom practice in the model schools, through special teachers' meetings for those who are teaching in the practice schools and through constant supervision and suggestion during actual practice in teaching.

Annette J. Warner.

Music.

The class begins the study of this subject by considering first, the general principles of music; then the scale as a whole, exercises in intervals and work in sight reading, time and rhythm. Each pupil is given a special examination to test her ability to distinguish and to produce musical tones. Upon the results of these tests is based the individual work — much of the work in both music and gymnastics must be with the individual rather than with the group or class. Along with this work a study is made of the best methods of teaching music in the various grades.

A half an hour each day is devoted to the study of general music and to the development of the power of appreciating the beautiful in music. The lives and characteristics of the great composers are studied, and their works are played and analyzed.

Elizabeth D. Perry.

Gymnastics.

Soon after entrance each student is measured and examined. The work with individuals is based upon the results of these tests, and exercises are suggested to remedy any special lack of development and to overcome any faults. A special study is made of the Swedish system of gymnastics. The best methods of using this system and others and of caring for the healthy physical development of pupils in the elementary schools are considered.

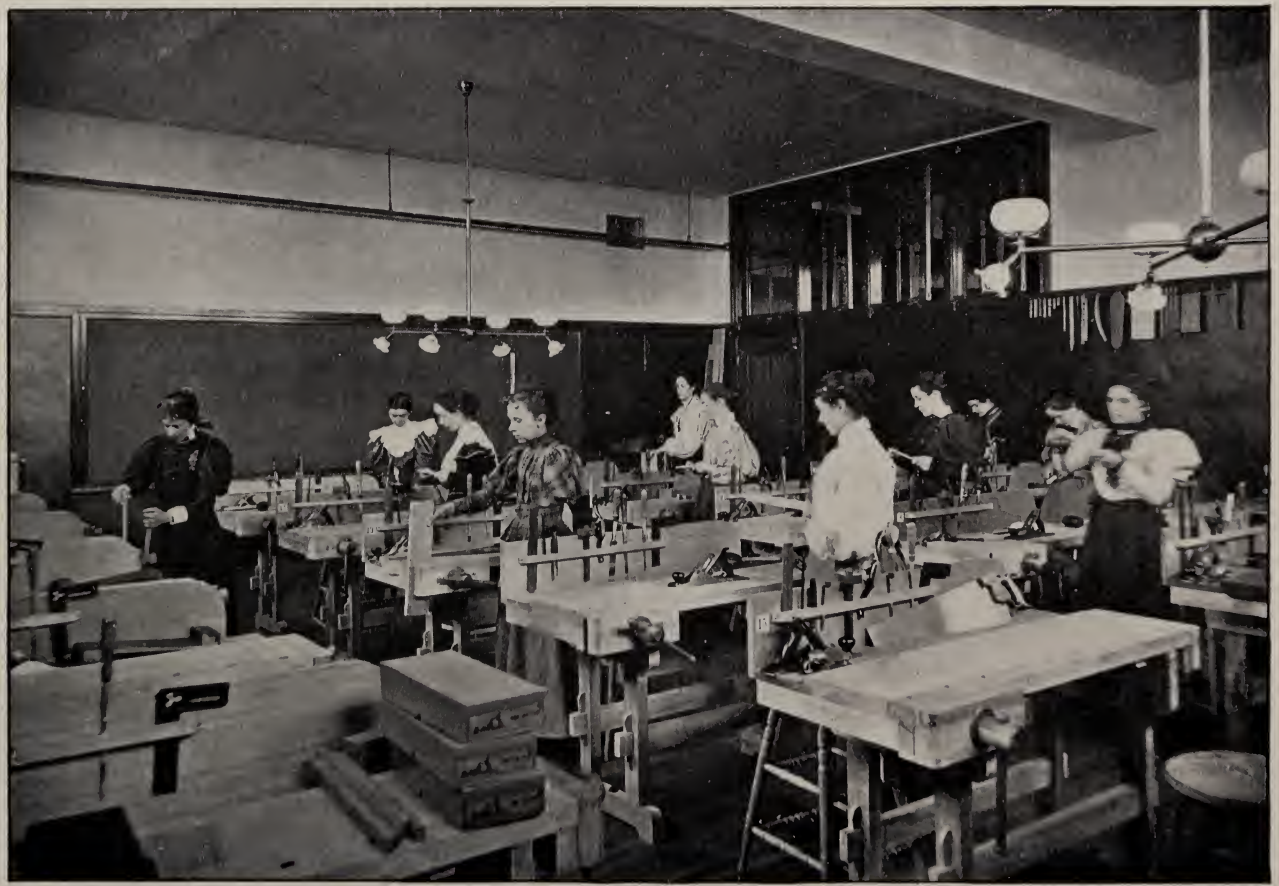
Elizabeth D. Perry.

Manual Training.

The work in this department is arranged to cover, as far as possible, in the time allotted, some of the forms of manual training or handicraft that can be introduced into the primary and grammar grades at a reasonable expense for equipment and supplies.

The fact that the normal school graduates may teach any of the primary or grammar grades makes it advisable to divide the time and try several kinds of work — thereby acquiring a fair knowledge of the materials, methods of working and the application of the same to grade work, rather than to expend all the time on perhaps one more highly developed branch of manual training which could be used by the normal school graduates only in rare cases. With the first difficulties of a new kind of work overcome and a standard of workmanship developed, a further development along that particular line to suit a teacher's needs is comparatively easy.

The primary course consists of work in raffia, paper, thin cardboard, weaving on simple looms, and string work. The grammar course consists of sewing models, knife work in thin wood, hammock-making, making portfolios, etc., from heavy cardboard, basket making in reed and raffia. Extra work can be carried on outside of the regular class time in elementary bent iron, woven bead work, and bench work in wood, *i.e.*, sloyd.



Throughout the work, reference is made to the literature of the subject contained in the normal school library. An endeavor is made to point out how the work may be correlated with the study of design and with other branches.

Joseph T. Whitney.

Psychology and Child Study.

The chief aims in this department are to lead normal school pupils (1) to become students of the mental phenomena of their own minds and of the minds of others, as well as students of books about mental processes, (2) to become interested and sympathetic students of children, (3) to know something of the methods and results of child study and to obtain practice in measuring, testing, observing, leading and teaching children.

During the first year, the greater part of the time is devoted to psychology proper, with some attention given to special study of pedagogical principles derived from a knowledge of mental processes, together with much incidental study of children by means of reminiscence, observation and reading of sympathetic studies of child nature.

In psychology many questions and experiments involving introspection and observation are given in connection with class discussions and the study of such books as Thorndike's *Human Nature Club*, and the instructor's *Inductive Psychology*, with reference to the works of Dexter and Garlick, James, Sully, Morgan, Witmer, and Tichener.

In the study of pedagogical principles, the chief book read in this department is McMurry's *Method of the Recitation*. The principles of this book are applied in the discussion of lesson plans and lessons given in the model schools.

The subject of child study is introduced by means of reminiscences of early childhood and the observation of children on the street and in their homes, as well as in the school. As a means of promoting sympathetic relations with children and giving students the power to lead and direct them, the normal students are made leaders of play groups which they meet and play with at frequent intervals.

The second year is devoted largely to child study. Important topics are outlined and discussed systematically in connection with observation of children and reading of books and articles bearing on the topics considered. A good library of the recent literature of the subject, with a complete card catalog of both books and articles, numbering about six thousand titles, is of great assistance in this part of the work. In order to develop the power of self-direction and give a feeling of mastery of some portion of the general subject, each pupil writes a thesis on a topic chosen by herself. In preparing to write she is expected not only to read, but to collect for herself a large number of facts bearing on the topic. In order that this may be done successfully and the thesis be a natural growth from observation, reading and reflection, rather than the artificial product of hasty reading, the subject of the thesis is chosen the first year.

Before taking charge of a room in the practice school, some training in observing and testing children in school is given, and a special study of the children to be taught is made. While teaching, each student reports observations and asks questions regarding individual children under her charge and receives suggestions and answers from the director of child study, who visits the schools every week and tries to know the characteristics of the children individually.

In the advanced course, the work is in a general way an extension of that of the second year. The greater maturity of the pupils and the additional experience of a year's teaching makes it possible to treat broader topics in a more scientific and more practical way. The theses prepared are longer and include the results of a careful series of observations and experiments, or of the study of papers or drawings of children. They include not only the facts that have been collected, but also generalizations made by the student. Some of them compare not unfavorably with some child study investigations that have been published.

The theses of each class are typewritten and bound in a separate volume and preserved for the inspection of superintendents and others.

During the last term of the first year of the elementary course a careful study is made of the school laws of Massachusetts and of the common law relating to the rights and duties of teachers.

E. A. Kirkpatrick.

Pedagogy.

This department attempts to trace the historical growth and development of ideas and ideals of life and education. As the department of psychology and child study makes a careful study of the human mind, and particularly of the child mind, in order to determine the principles which shall direct the teacher whose function it is to stimulate and guide this mind, so the department of pedagogy studies mind as developed in life and history that the student may profit by what the race has learned and may be able to examine and judge present educational theory and practice in the light of the past.

The work of the elementary course begins with the study of generally accepted educational principles derived from our present knowledge of man's upward struggle from lower forms to his present position.

The life and education of peoples who have chiefly affected western civilization are studied more in detail. The development and influence of the three great historic ideals, the Hebraic, the Greek and the Christian are considered, particularly in their bearing upon present ideals. Asceticism, humanism, scholasticism, the Renaissance, the Reformation and other great movements are studied as expressions of the human mind and soul in its search for freedom and for the true and the beautiful and the good, and the influence of these movements is traced in the education and the life of to-day. A good historical and pedagogical library is available for this work, and each student is supplied with one or more of the following, — Seeley's, William's or Davidson's *History of Education;* Munroe's *Educational Ideal.*

The winter course of lectures, often bearing directly upon this work, is also made a part of the study of this department. For the past two years the courses have been given by Edward Howard Griggs, who is giving this year twelve lectures upon "Moral Leaders." The class in the advanced course spend their year of study in filling in the more important of those details that must of necessity be omitted in the work of the elementary course. The members of the class also read and discuss with the teacher and at times make a report to the whole school upon the following books: —

Comenius, and the Beginning of Educational Reform — Monroe.
Pestalozzi and the Modern Elementary School — Pinloche.
Frœbel, and Education by Self Activity — Bowen.
Rousseau, and Education according to Nature — Davidson.
Herbart and the Herbartians — De Garmo.
Horace Mann and the Common School Revival — Hinsdale.
Psychology of Herbart — Adams.
Apperception — Lange.
Massachusetts School System — Martin.
Education — Spencer.

John G. Thompson.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women. Their fitness for admission will be determined: —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

"That the visitors of the several normal schools be authorized and directed to provide for a physical examina-

tion of candidates for admission to the normal schools in order to determine whether they are free from any disease or infirmity which would render them unfit for the office of teacher, and also to examine any student at any time in the course to determine whether his physical condition is such as to warrant his continuance in school."

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school, as defined by section 2, chapter 42 of the Revised Laws, is well done, a student should be able to meet the requirements of these examinations. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

Written Examinations.

The examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single

paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*): —

1. *Languages.* — (*a*) English with its grammar and literature, and (*b*) either Latin or French.

2. *Mathematics.* — (*a*) The elements of algebra, and (*b*) the elements of plane geometry.

3. *United States History.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Science.*— (*a*) Physiology and hygiene, and (*b* and *c*) any two of the following: physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (*b*) music.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

Oral Examinations.

Each candidate will be required to read aloud in the presence of the examiners. He will be questioned orally, either upon some of the foregoing subjects or upon matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirement in English for all Examinations.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or

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whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

1. Languages.

(*a*) *English.*— The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. *Reading and Practice.*— A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be: —

1903, 1904 and 1905. — Shakespeare's *Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.*— This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books set for this part of the examination will be: —

1903, 1904 and 1905. — Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

(*b*) Either Latin or French. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions and the writing of simple prose based in part or in full on the passage selected.

The conference on "Uniform Requirements in English for Admission to College," on whose recommendations the foregoing lists of books in English and directions for study are based, advises: —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs,

and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (*a*) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (*b*) the plan of the work, *i.e.*, its structure and method; and (*c*) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

2. Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations,— work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important,— enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

3. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised, also in English history so far as this history bears conspicuously on that of the United States.

4. Science.

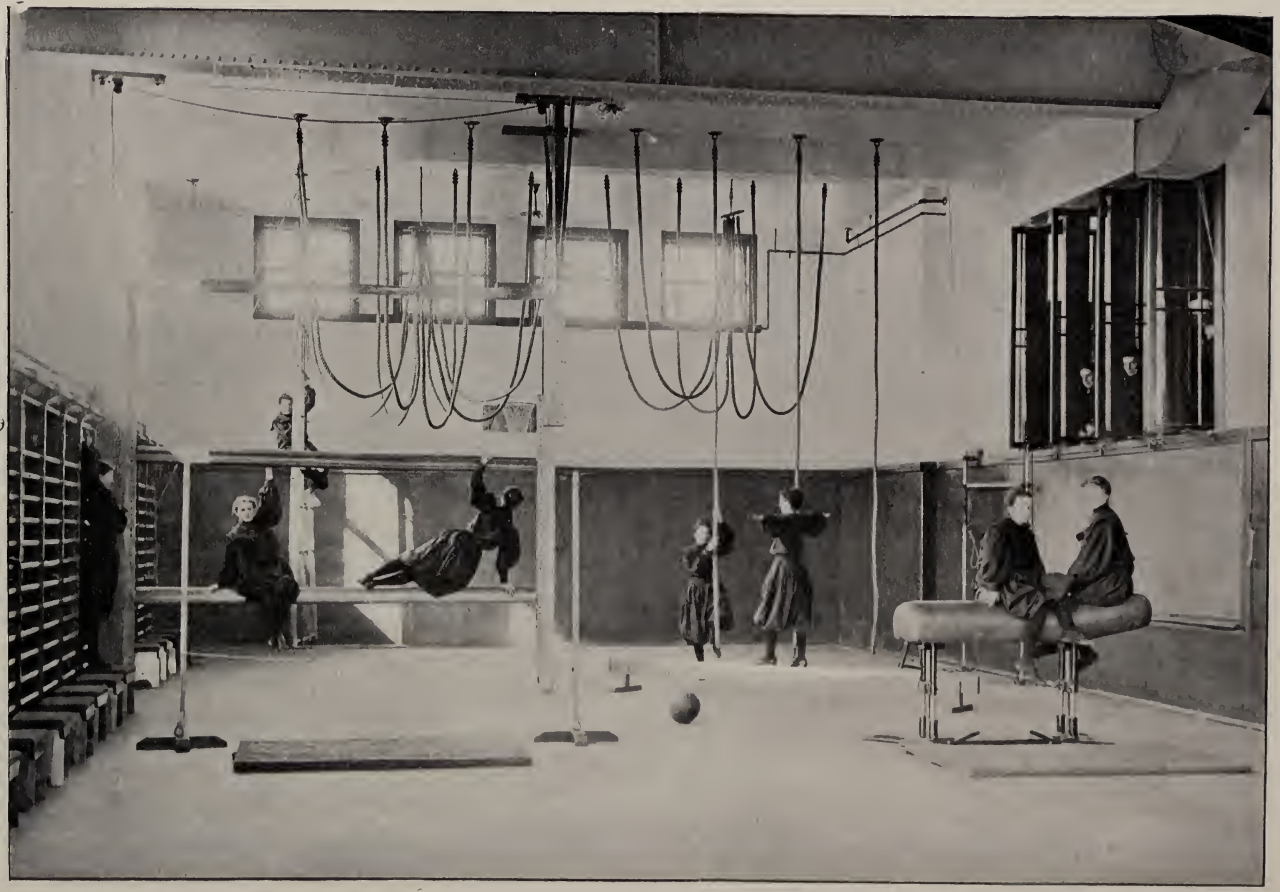
(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b* and *c*) *Any two of the following sciences, — Physics, chemistry, botany, physical geography, provided one of the two is either physics or chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

5. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.



(*b*) *Music.*— The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

Importance of Adequate Preparation.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

Equivalents.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

2. Mathematics.
3. History and Geography.
4. Science.
5. Drawing and Music.

See page 36.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the

_____ school for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

_____

_____

Signature of principal or teacher, _____

Address, _____

2. The group known as *1. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *4. Science* should also be reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible; but it is important, both for the normal school and for the candidate, that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

TIMES OF EXAMINATION.

The first examination in 1903 will be held at 9 A.M., on Thursday and Friday, June 25 and 26, at the normal school.

The second examination in 1903 will be held at 9 A.M., on Tuesday and Wednesday, September 8 and 9, at the normal school.

Candidates are advised to present themselves, if possible, at the first examination.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students should present themselves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

DIPLOMAS AND CERTIFICATES.

It is impossible in the limited time spent in the practice school to give pupils special and continued training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been especially trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training, and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

GENERAL INFORMATION.

Tuition is free to all residents of Massachusetts. Non-residents of the state are required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal for the use of the school.

Text-books and reference books are loaned to the students free of charge.

Season tickets, at greatly reduced rates, can be obtained from any of the railroads entering Fitchburg.

Boarding hall and dormitory.— Non-resident students are expected to board in the dormitory. The state has erected, furnished and will keep in repair this building without expense to the students. All money paid for board is therefore expended for provisions, fuel, lights and service; thus first class accommodations and excellent board are furnished at a very low rate. The cost to students is $4.00 per week. Board is payable quarterly, in advance, *i.e.*, $40.00 at the beginning of each ten weeks of the school year.

Students who go home regularly on Friday nights will be allowed a suitable reduction from the above-named prices.

Each boarder is expected to furnish towels, napkins, napkin rings and clothes bag.

State aid to a limited extent may be granted to students, after they have been in attendance for at least one term. Applications for this aid are to be made to the principal in writing, accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid. Such aid is not furnished pupils whose homes are in Fitchburg or to students from outside the state.

Eight scholarships in the scientific department of Harvard University are available for graduates of the state normal schools. Each scholarship covers the annual expense for tuition, — one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in the work of the school are cordially invited to visit and inspect it.

For catalogs, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

Stair Landings

Second and Third Floors

GIFTS TO THE SCHOOL.

The six graduating classes and the Alumni Association have shown their appreciation of what the school has done for them by starting a collection of pictures and casts in the normal school building.

The following is a list of gifts received by the school during the past year: —

Statue, Apollo Citharœdus (After Scopes — In the Vatican) — Sixth Class, Elementary Course.

Niké, or Victory, of Samothrace (In the Louvre) — Fourth Class, Advanced Course.

Lorenzo De Medici (by Michelangelo) — Fourth Class, Advanced Course.

The Justice of the Law (Edward Emerson Simmons) — Sixth Class, Elementary Course.

Hanging Electric Banquet Lamp — Alumni Association, 1902.

Names of Students, 1902-'03.

ELEMENTARY COURSE—SIXTH CLASS.

(Entered September, 1900.)

Burdett, Edith L	Leominster.
Conant, Winifred L.	Bath, N. H.
McCormick, Mary F.	Fitchburg.

ELEMENTARY COURSE—SEVENTH CLASS.

(Entered September, 1901.)

Babb, Tutie E.	Fitchburg.
Clark, Elinor W.	Ayer.
Cummings, Hazel M.	Baldwinville.
Donald, Helen M.	Clinton.
Feely, Katherine B.	Otter River.
Field, Bertha M.	Fitchburg.
Flagg, Marion W.	Littleton.
French, Katherine C.	Fitchburg.
Higgins, Catherine J.	Leominster.
Hills, Ethel C.	Leominster.
Horton, Jean C.	Fitchburg.
Howe, Helen E.	Leominster.
Kilbourn, Albert S.	Ashburnham.
Kilburn, Bessie	Lunenburg.
Lowe, Marian A.	Fitchburg.
Marble, Grace A.	Ashburnham.
Marsh, Olive F.	Westminster.
McCaffrey, Florence G.	Clinton.
Murray, Annie E.	South Lancaster
Parmenter, Bertha	Athol.
Peabody, Ella F.	Lunenburg.
Priest, Maud B.	West Acton.
Seaver, Lillian E.	Townsend.
Sellig, Helen M.	Athol.
Sullivan, Alice M.	Leominster.
Sullivan, Anna M.	Athol.
Tarbell, Elizabeth L.	Fitchburg.
Tucker, Sybil I.	Leominster.

Washburn, Mary	Baldwinville.
Wilder, Edna L.	Townsend.
Willard, Elsie E.	East Princeton.

ELEMENTARY COURSE—EIGHTH CLASS.

(Entered September, 1902.)

Andrews, Amy L.	Fitchburg.
Bailey, Lucy G.	Fitchburg.
Barnes, Lora A.	Riverside.
Brown, Bertha S.	Lunenburg.
Brown, Ida L.	Leominster.
Chandler, Grace W.	Leominster.
Claman, Samuel	Fitchburg.
Cole, Florence F.	Leominster.
Conant, Rena B.	Leominster.
Conlon, Agnes K.	Leominster.
Courtney, Annie B.	Fitchburg.
Cronin, Nellie F.	West Groton.
Dacey, Anna S.	Fitchburg.
Davis, Grace I.	Turners Falls.
Field, Leon S.	Fitchburg.
Finnerty, Blanche G.	Clinton.
Flynn, Agnes M.	Fitchburg.
Howard, Helen L.	Bolton.
Le May, Clara J.	Fitchburg.
Lowe, Rena M.	Fitchburg.
Marble, Elsie B.	Leominster.
McEvelly, Rose I.	Clinton.
Moore, Ethel I.	Littleton.
Nash, Jeremiah M.	Fitchburg.
Newman, Florence A.	Clinton.
Nourse, Ethel R.	Bolton.
O'Toole, Florence H.	Clinton.
O'Toole, Rose M.	Clinton.
Page, Florence M.	Leominster.
Perry, Katherine G.	Fitchburg.
Powers, Elsie W.	Leominster.
Sanderson, Bertha A.	Shirley.
Shaw, Ellen E.	Fitchburg.
Stockwell, Stella B.	Fitchburg.
Temple, Mabel E.	Hinsdale, N. H.
Thayer, Wilnetta C.	Orange.
Thompson, Gertrude E.	Townsend.
Tupper, Helen A.	Orange.

ONE YEAR'S COURSE FOR TEACHERS.

(Entered September, 1902.)

Barnes, Georgia W.	Leominster.
Barnes, Marie A.	Hanover, N. H.
Duffy, Isabel	Newton Highlands.
Jebb, Bernice F.	Winchester, N. H.
Libby, Violet M.	East Pepperell.
Miller, Harriet M.	Townsend.
Sherwin, Daisy G.	Ayer.
Sisley, Alice C.	South Lancaster.
Smith, Goldie	Marshfield, Vt.

SPECIAL STUDENTS.

Carr, Jessie Ward, Mrs.	Fitchburg.
Davis, Clara E.	So. Royalton, Vt.
Edgecomb, Eda F.	Leominster.
Fosdick, Margaret W.	Fitchburg.
Gilles, Mary G.	Fitchburg.
Greenlaw, Nellie G.	Leominster.
Newton, Violetta A.	Leominster.
Randall, Asa G.	Fitchburg.
Russell, Lillian M.	Fitchburg.
Sisley, Susie M.	So. Lancaster.
Storer, Sybil B.	Fitchburg.
Williams, Frederick F.	Lunenburg.
Wray, Inez J.	Leominster.

ADVANCED COURSE — FIFTH CLASS.

(Entered September, 1899.)

Devlin, Agnes C.	Fitchburg.
Fletcher, Genie E.	South Acton.
Foster, Myrtle D.	Leominster.
Hale, Florence M.	Athol.
Luscombe, Mary E.	Fitchburg.
Nourse, Fidelia E.	Bolton.
Piper, Ruth L.	South Acton.
Walker, A. Adele	Rutland, Vt.
Wilson, Georgia B.	Leominster.

ADVANCED COURSE — SIXTH CLASS.

(Entered September, 1900.)

Chadwick, Mabel A.	Leominster.
Clarke, Adabelle P.	Townsend.
Dolan, Mary N.	Leominster.

Foster, Emma I.	Fitchburg.
Fuller, Elsie L.	Fitchburg.
Lane, Alice M.	Leominster.
Lawless, M. Inez	Leominster.
Lindsay, Florence C.	Leominster.
McCarty, Katherine M.	Fitchburg.
McGrath, Ellen G.	Fitchburg.
Railey, Katherine E.	Leominster.
Roy, Goldie C.	Watertown.
Sheehan, Elizabeth A.	Fitchburg.
Slattery, Annie F.	Fitchburg.
Slattery, J. Florence	Fitchburg.
Taft, Eleanor M.	Fitchburg.
Waters, Catherine M.	Leominster.
Wooldredge, Hattie E.	Lunenburg.

Graduates of First Class.

(Entered September, 1895.)

Advanced Course.

Bacon, Sarah M. . . . . Fitchburg.
Teaching, Fitchburg.

Burns, Clara A. M. . . . . Ayer.
Teaching, Ayer.

Hopkins, Edith M. . . . . Fitchburg.
Teaching, Fitchburg.

Horton, C. Blanche . . . . . Lancaster.
Teaching, Brockton.

Jones, Nan. T. . . . . Fitchburg.
Private Teaching.

Lee, Mary A. . . . . Fitchburg.
Teaching, New Bedford.

Lewis, Rolina H. . . . . Leominster.
Mrs. Robert L. Page.

Lincoln, Mary A. . . . . Leominster.
Teaching, Newton.

McGrath, Mary G. . . . . Fitchburg.
Teaching, Fitchburg.

Monahan, Jane E. . . . . Orange.
Teaching, Greenfield.

Sheehan, Mary F. . . . . Fitchburg.
Teaching, Fitchburg.

Kindergarten Course.

Jubb, Georgiana H. . . . . Fitchburg.
Kindergarten Assistant at State Normal School, Fitchburg.

Elementary Course.

Ahern, Lorena S. . . . . Athol.
Teaching, Athol.

Bradford, Helen L. . . . . South Acton.
Teaching, Roxbury.

Brody, Anna M. . . . . Buffalo, N. Y.
Mrs. Patrick V. Carroll.

Chute, Josephine W. . . . . Leominster.
Supervisor of Drawing, Greenfield.

Davis, Bessie C. . . . . Fitchburg.
Stenographer, Fitchburg.

Day, Florence . . . . . Fitchburg.
Teaching, Fitchburg.

Donnelly, Margaret M. . . . . Fitchburg.
Teaching, Leicester.

Eaton, Alice L. . . . . Woodstock, Vt.
Teaching, Woodstock, Vt.

Edgecomb, Eda F. . . . . Leominster.
Teaching, Leominster.

Fairbanks, Florence L. . . . . Fitchburg.
Teaching, Oak Park, Ill.

Goodfellow, Florence E. . . . . Fitchburg.
Teaching, Boxborough.

Goodfellow, Maud A. . . . . Fitchburg.
Clerk at State Normal School, Fitchburg.

Gorman, Alice M. . . . . Gardner.
Teaching, Gardner.

Hackett, May A. . . . . Island Pond, Vt.
Mrs. George L. Gane.

Hanigan, Helen K. . . . . Fitchburg.
Student, Radcliffe College.

Hayes, Mary A. . . . . Fitchburg.
Teaching, Fitchburg.

Jefts, Ruth M. . . . . Fitchburg.
Mrs. William D. Heslam.

Keith, Erminnie I. . . . . Northfield.
Mrs. Herbert Piper.

Kilburn, Frances O. . . . . South Ashburnham.
Mrs. Albert H. Cruse.

Kinsman, S. Isadora . . . . . Fitchburg.
Teaching, Hamlet, N. C.

Kirby, Annie K. . . . . Fitchburg.
Teaching, Fitchburg.

McNiff, Abbie M. . . . . Littleton.
Teaching, Shirley.

Needham, Mary E. . . . . Ashburnham.
Teaching, Ashburnham.

Pettigrew, Annie W. . . . . Maynard.
Teaching, Maynard.

Priest, Martha C. . . . . Fitchburg.
Mrs. Lewis S. Lawrence.

Sawyer, Neva E. . . . . Groton.
Mrs. Fred H. Chapman.

Shannon, Mary L. . . . . Fitchburg.
Teaching, Fitchburg.

Sheehan, H. Josephine . . . . . Fitchburg.
Teaching, Fitchburg.

Sprague, L. Gertrude . . . . . Westminster.
Teacher, Manual Training, State Industrial School, Lancaster.

Willard, Lottie J. . . . . Ashburnham.
Teaching, Northbridge.

Graduates of Second Class.

(Entered September, 1896.)

Advanced Course.

Davis, Edith L. . . . . Fitchburg.
Teaching, Athol.

Haskins, Adelberta A. . . . . Fitchburg.
Teaching, Belmont.

Keough, Florence A. . . . . Fitchburg.
Teaching, Fitchburg.

Kingsbury, Mabel L. . . . . Sterling.
Teaching, Stafford Springs, Conn.

Libby, Annie L. . . . . Fitchburg.
Teaching, Redlands, California.

Lowe, Florence J. . . . . Fitchburg.
Teaching, Montclair, N. J.

Morse, Pearle E. . . . . Gardner.
Teaching, Chicopee.

Russell, Lillian M. . . . . Fitchburg.
Teaching, Fitchburg.

Shafter, Hattie L. . . . . Littleton.
Teaching, New Bedford Training School.

Storer, Sybil B. . . . . Fitchburg.
Deceased.

Thompson, Margaret V. . . . . Waukegan, Ill.
Deceased.

Elementary Course.

Andrews, Frank A. . . . . Fitchburg.
Teaching, Worcester.

Call, Mary L. . . . . Gardner.
Teaching, Gardner.

Carr, Amy H. . . . . Orange.
Mrs. Arthur M. Bennett.

Connell, Margaret M. . . . . Concord.
Teaching, Concord.

Day, Cora A. . . . . Fitchburg.
Teaching, Hopedale.

Dickey, Marie J. . . . . Waltham.
Mrs. Richard H. Bird.

Dudley, Blanche E. . . . . Fitchburg.
Teaching, Fitchburg.

Finnegan, Mary L. . . . . Fitchburg.
Teaching, Fitchburg.

Goodnow, Alice V. . . . . Athol.
Stenographer and Typewriter, Athol.

Greenlaw, Hattie A. . . . . Leominster.
Teaching, Athol.

Hamilton, Mabel E. . . . . Baldwinville.
Teaching, Winchendon.

Hare, Mary T. . . . . Otter River.
Teaching, Gardner.

Helsher, Ragna K. . . . . Concord.
Teaching, Chicopee.

Hubbard, Luna B. . . . . Littleton.
Teaching, Wilton, N. H.

Hughes, Emma J. . . . . Bedford.
Teaching, Bedford.

Johnson, May . . . . . Westminster.
Teaching, New Bedford Training School.

Kendall, Nina E. . . . . Fitchburg.
Mrs. Arthur P. Blood.

Larrabee, Effie B. . . . . Gill.
Mrs. Guy Wolcott.

Miller, Florence M. . . . . Leominster.
Instructor at State Normal School, Fitchburg.

Moriarty, Mary E. . . . . Marlborough.
Teaching, Maynard.

Noonan, Alice T. . . . . Fitchburg.
Teaching, Fitchburg.

Ross, Amy L. . . . . Boston.
Mrs. Homer Waldron.

Smith, N. Bernice . . . . . Ayer.
Stenographer and Book-keeper, Boston.

Stowell, Jennie E. . . . . South Acton.
Teaching, Dunstable.

Thompson, Minerva C. . . . . Louisville, Ky.
Mrs. John S. Whyte.

Walker, Zoé . . . . . Gardner.
Teaching, Gardner.

Graduates of Third Class.

(Entered September, 1897.)

Advanced Course.

Austin, Ethel L. . . . . Springfield.
Mrs. Robert J. Kernon.

Carey, Martha C. . . . . Fitchburg.
Teaching, Leominster.

Conrad, Margarite A. . . . . Fitchburg.
Teaching, Fitchburg.

Gilles, Katherine S. . . . . Fitchburg.
Teaching, Webster.

Hapgood, Edith D. . . . . Keene, N. H.
Teaching, Montclair, N. J.

Littlehale, Della L. . . . . Fitchburg.
Mrs. William G. Fisher.

Newton, Anna E. . . . . Winchendon.
Teaching, Winchendon.

Phillips, Grace B. . . . . Fitchburg.
Teaching, Fitchburg.

Sherwin, Bertha L. . . . . Fitchburg.
Teaching, Springfield.

Willard, Bertha M. . . . . Leominster.
Teaching, Norwood.

Wood, Susie . . . . . Westvale.
Teaching, Concord.

Elementary Course.

Byron, Margaret P. . . . . Gardner.
Teaching, Gardner.

Carter, A. Ethel . . . . . Bedford.
Mrs. Walter B. Tabb.

Currier, Edith A. . . . . Hyde Park.
Mrs. Richard E. Nourse.

Dunn, Mary A. . . . . Fitchburg.
Teaching, Lunenburg.

Ferson, Aimee C. . . . . Fitchburg.
Teaching, Manual Training, Boston.

Gallagher, May A. . . . . Leominster.
Teaching, Leominster.

Goodhue, Mabelle F. . . . . Leominster.
Mrs. Preston Smith.

King, Lena E. . . . . Fitchburg.

May, Nellie C. . . . . Maynard.
Teaching, Maynard.

Neary, Katherine . . . . . Southborough.
Teaching, Millbury.

Nourse, Fidelia E. . . . . Bolton.
Advanced Course, State Normal School, Fitchburg.

Graduates of Fourth Class.

(Entered September, 1898.)

Advanced Course.

Beer, Annie M. . . . . Fitchburg.
Teaching, Oxford.

Belding, Florence A. . . . . Fitchburg.
Teaching, Gardner.

Brooks, Clara L. . . . . Fitchburg.
Teaching, Harvard.

Burns, Marietta C. . . . . Ayer.

Burns, Mary E. . . . . Fitchburg.
Teaching, Millbury.

Jaquith, Bertha H. . . . . Peterboro', N. H.
Teaching, Montclair, N. J.

McIntyre, Annette O. . . . . Gardner.
Teaching, Chicopee.

McNamara, James M. . . . . Fitchburg.
Student, Harvard College.

Mossman, Nettie R. . . . . Westminster.
Teaching, Northampton.

Murnane, Margaret M. . . . . Fitchburg.
Teaching, Hudson.

Ogilvie, Florence E. . . . . Gardner.
Teaching, Montclair, N. J.

Ogilvie, Jessie G. . . . . Gardner.
Teacher, Gardner.

Richardson, Marcia I. . . . . Fitchburg.
Teaching, Gardner.

Robinson, Carolyn . . . . . Ayer.
Teaching, Gardner.

Thornton, Grace M. . . . . Lawrence.

Washburn, Annie T. . . . . Peterboro', N. H.
Teaching, Montclair, N. J.

Elementary Course.

Baldwin, Rose M.	Northfield.
Teaching, Ashby.	
Coleman, Ethel R.	Gardner.
Teaching, Chicopee.	
Fairbank, Elva M.	Gardner.
Mrs. Clifford W. Shipee.	
Farnsworth, Grace L.	Still River.
Teaching, Groveland.	
Gallagher, Esther G.	Clinton.
Teaching, Clinton.	
Hunter, Lou Ella	South Ashburnham.
Teaching, East Templeton.	
Murphy, Annie E.	Maynard.
Teaching, Maynard.	
O'Reilly, Sara C.	Clinton.
Teaching, Clinton.	
Phelan, Elizabeth B.	Fitchburg.
Pingry, Eunice E.	West Townsend.
Mrs. Wilbur L. Bruce.	
Shattuck, Frederic A.	Fitchburg.
Teaching, Phillipine Islands.	

Graduates of Fifth Class.

(Entered September, 1899.)

Elementary Course.

Burke, Catherine A. . . . . Clinton.
Teaching, Clinton.

Burns, Ethel C. . . . . Leominster.
Teaching, Gill.

Colby, Florence P. . . . . Gardner.
Teaching, Gardner.

Connor, Annie F. . . . . Fitchburg.

Davis, Mary A. . . . . Clinton.
Teaching, Gill.

Devlin, Agnes C. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Finnerty, Anna F. . . . . Clinton.

Fletcher, Genie E. . . . . South Acton.
Advanced Course, State Normal School, Fitchburg.

Foster, Myrtle D. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Gowell, Effie P. . . . . Bradford, N. H.

Hale, Florence M. . . . . Athol.
Advanced Course, State Normal School, Fitchburg.

Hill, Grace . . . . . Gardner.
Teaching, Gardner.

Jefts, Hattie L. . . . . Marlow, N. H.
Teaching, Winchendon.

Lane, Alice M. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Luscombe, Alma P. . . . . Fitchburg.
Deceased.

Luscombe, Mary E. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

McIntyre, Gertrude A. . . . . Clinton.
Teaching, Clinton.

Mulkeen, Josephine M. . . . . Woburn.
Teaching, Woburn.

Mulkeen, Margrette F. . . . . Woburn.
Teaching, Woburn.

O'Toole, Eleanor T. . . . . Clinton.
Teaching, Clinton.

Peter, F. Helene . . . . . Fitchburg.
Teaching, Westminster.

Piper, Ruth L. . . . . South Acton.
Advanced Course, State Normal School, Fitchburg.

Ryan, Mary G. . . . . Fitchburg.
Teaching, Fitchburg.

Walker, A. Adele . . . . . Rutland, Vt.
Advanced Course, State Normal School, Fitchburg.

Wilson, Georgia B. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Graduates of Sixth Class.

(Entered September, 1900.)

Elementary Course.

Bennett, Ellen E. . . . . Warwick.
Teaching, Pepperell.

Butler, Mary R. . . . . Fitchburg.
Teaching, Palmer.

Byron, Mary R. . . . . Gardner.
Teaching, Gardner.

Chadwick, Mabel A. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Clarke, Adabelle P. . . . . Townsend.
Advanced Course, State Normal School, Fitchburg.

Coleman, Ella E. . . . . Gardner.
Teaching, South Hubbardston.

Dolan, Mary N. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Douglass, Myrtie I. . . . . Gardner.
Teaching, Gardner.

Downing, Grace E. . . . . Ayer.
Teaching, West Bridgewater.

Foster, Emma I. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Fuller, Elsie L. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Glynn, Ellen F. . . . . Lancaster.
Teaching, Huntington.

Kniveton, Marie A. . . . . Greenville, N. H.
Teaching, New Ipswich, N. H.

Knowland, Nellie M. . . . . Tully.
Teaching, Barre.

Lavers, Carolyn L. . . . . Westminster.
Teaching, Millbury.

Lawless, M. Inez . . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Lewis, Nelsia E. . . . . Lunenburg.
Teaching, South Yarmouth.

Lindsay, Florence C. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Mahaney, Elizabeth V. . . . . Belmont.
Teaching, Fitchburg.

McCarty, Katherine M. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

McGill, Elizabeth . . . . . West Hebron, N. Y.
Teaching, Whitinsville.

McGrath, Ellen G. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

O'Donnell, Mary A. . . . . Gardner.
Teaching, Greenfield.

Railey, Katherine E. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Roy, Goldie C. . . . . Watertown.
Advanced Course, State Normal School, Fitchburg.

Sands, Marian A. . . . . Fitchburg.
Teaching, Huntington.

Sheehan, Elizabeth A. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Slattery, Annie F. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Slattery, J. Florence . . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Smith, Margaret A. . . . . Clinton.
Teaching, Huntington.

Stevens, Gertrude A. . . . . Pepperell.
Teaching, Pepperell.

Sweeney, Ellen H. . . . . Fitchburg.
Teaching, Lenox.

Taft, Mabel E. . . . . Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Tower, May E. . . . . Townsend.
Teaching, North Brookfield.

Ward, Sfa M. . . . . So. Royalton, Vt.
Teaching, Enfield, N. H.

Waters, Catherine M. . . . . Leominster.
Advanced Course, State Normal School, Fitchburg.

Whelan, Margaret F. . . . . Lancaster.
Teaching, Ayer.

Wooldredge, Hattie E. . . . . Lunenburg.
Advanced Course, State Normal School, Fitchburg.

List of Students receiving Certificates for One Year's Work.

CLASS OF 1897.

Allen, Florence E. . . . . Leominster.
Teaching, Leominster.

Coburn, Elinor L. . . . . Methuen.
Teaching, Methuen.

Dacey, M. Alice . . . . . Leominster.
Teaching, Leominster.

Hartwell, Ida A. . . . . South Lancaster.
Teaching, Shirley.

Mansise, Grace E. . . . . Lawrence.
Mrs. Arthur J. Lamere, Fitchburg.

Phillips, Lillian A. . . . . Fitchburg.
Student, Normal Art School, Boston.

Railey, Mattie F. . . . . Leominster.
Mrs. Austin Blood, Teaching, Leominster.

Richardson, Lillian F. . . . . South Acton.
Teaching, Ayer.

Rockwood, Emma D. . . . . No. Leominster.
Mrs. Herbert F. Litch.

Sherwin, Hattie D. . . . . Leominster.
Teaching, Leominster.

Stone, Effie A. . . . . Concord, N. H.
Teaching, Webster.

CLASS OF 1898.

Bates, Corabelle H. . . . . Leominster.
Teaching, Cambridge.

Bemis, Mary E. . . . . Lancaster.
Teaching, Winchester, N. H.

Billings, Carrie F. . . . . Leominster.
Mrs. Erle Warner, Fitchburg.

Carpenter, Annie E. . . . . Winchendon.
Mrs. Louis E. Freshour, Greenfield.

Foster, Nellie L. . . . . Ashby.
Teaching, New Bedford.

Laythe, Julia I. . . . . Sterling.
Teaching, Hardwick.

McIntire, Elva L. . . . . Leominster.
Teaching, Leominster.

Rugg, Harriet A. . . . . Leominster.
Teaching, Howard Seminary, West Bridgewater.

CLASS OF 1899.

Williams, Mrs. Eva Louise . . . . . Gardner.
Teaching, Gardner.

CLASS OF 1900.

Greene, Mrs. Abby W. . . . . Harvard.
Teaching, Harvard.

CLASS OF 1901.

Bagster, Celia S. . . . . Harvard.
Teaching, Harvard.

Davidson, Alice . . . . . North Amherst.
Teaching, Belmont.

Davis, Clara E. . . . . South Royalton, Vt.
Teaching, Leominster.

Martini, Frieda L. . . . . Fitchburg.
Training School for Nurses, Burbank Hospital.

Winchester, Edith M. . . . . Keene, N. H.
Teaching, Surry, N. H.

CLASS OF 1902.

Barnes, Georgia W. . . . . Leominster.
Teaching, Harvard.

Carter, Mabel L. . . . . Boscawen, N. H.
Teaching, Hill, N. H.

Forster, Bertha E. . . . . Leominster.
Teaching, Gardner.

Grover, Abbie C. . . . . Hampstead, N. H.
Teaching, Whitinsville.

King, Mina J. . . . . Woodstock, Vt.
Teaching, Gardner.

McClintock, Minnie P. . . . . Whitefield, N. H.
Teaching, Chicopee.

Smith, M. Pansy . . . . . Lower Cabot, Vt.
Teaching, Chicopee.

Thompson, Grace M. . . . . Townsend.
Teaching, Ashby.

ONE YEAR'S COURSE FOR COLLEGE GRADUATES.

1902.

Brocklebank, Ethel S. . . . . Fitchburg.
Teaching, New Britain, Conn.

Constantine, Anne C. . . . . Fitchburg.
Teaching, Lunenburg.

Waymoth, Josephine . . . . . Fitchburg.

SUMMARY.

Whole number of students from the opening of the school		417
Whole number of graduates, elementary course		191
Whole number of graduates, advanced course		49
Whole number of graduates, kindergarten course		1
Number receiving certificates for one year's work		37
Number of students in attendance, 1902–1903		121
Including: —		
Advanced course	27	
Elementary course	72	
Teachers' course	9	
Special students	13	
Number of pupils in attendance in the model and practice schools, 1902–1903		813

Certificate Required for Admission to a Preliminary Examination.

_____ 1903.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups of subjects and the divisions thereof:—

Group II._____ Group IV._____

Group III._____ Group V._____

Signature of principal or teacher._____

Address,_____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M_____

is a regular graduate of a four years' course of the_____

_____ High School, and that, to the best of my knowledge and belief, ____ he is a person of good moral character.

_____ *Principal.*

_____ 1903.